

DOCUMENT RESUME

ED 457 193 .

TM 033 290

AUTHOR Page, Marilyn; Simpson, Marilyn; Molloy, Patty
TITLE Seashore Teacher Professional Certification Pilot: The Clash of a Developmental Model of Teacher Performance Assessment with a High Stakes Testing Environment and the Impact of That Clash on Novice Teachers.
PUB DATE 2001-04-00
NOTE 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Figures may not reproduce clearly.
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Beginning Teachers; Continuing Education; Curriculum Development; Elementary Secondary Education; Graduate Study; Higher Education; *Pilot Projects; *Professional Development; School Districts; State Programs; *Teacher Certification
IDENTIFIERS Seattle University WA

ABSTRACT

The Seashore Teacher Professional Certification Program developed by Seattle University, Washington, in collaboration with three school districts, is being implemented in several phases. Phase 1 consisted of mentor support for new teachers, and Phase 2 established a site-based support program. Phase 3 consisted of graduate program coursework for teachers and site-based support. This report deals with the implementation of Phase 3. Phase 3 begins at the end of the second year of teaching and extends until the teacher meets the requirements of the state teaching certification standards and receives professional certification, which must be done by the fifth year of teaching unless the state grants an extension. The pilot program field-tested the certification process to inform the adoption and implementation of the new certification process. The first cohort consisted of 18 teachers who were to participate in 2 graduate courses developed for the program and introduced in the summer. Of these 18, 7 began Phase 3 questioning teaching as a good career choice. Four participants dropped out of the program, and one left. Among the reasons they cited was the amount of time the program required. The carryover of the program into the school year made many participants feel burdened, and the acceleration of the program timeline imposed by the state added to the pressure participants felt. Nine of the 13 who finished the program demonstrated professional growth during their participation in the pilot. Other program benefits included a positive impact on collaboration between the school districts and Seattle University and some positive impacts on Seattle University in its program development and implementation. The paper outlines recommendations for the improvement of the pilot program. These center on continuity of efforts and enhanced links between instruction and real-life educational practices. (Contains 7 figures and 39 charts introducing the presentation.) (SLD)

AERA 2001
Seattle, WA

Seashore Teacher Professional Certification Pilot:

The clash of a
developmental model of
teacher performance assessment
with a high stakes testing environment
and the impact of that clash
on novice teachers.



Marilyn Page, Ed.D., Former Director of Seashore Pilot
Marilyn Simpson, Ph.D., Education Resource Network
Patty Molloy, Evergreen Training and Evaluation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN MICROFICHE,
AND IN ELECTRONIC MEDIA FOR ERIC
COLLECTION SUBSCRIBERS ONLY,
HAS BEEN GRANTED BY

M. Page

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

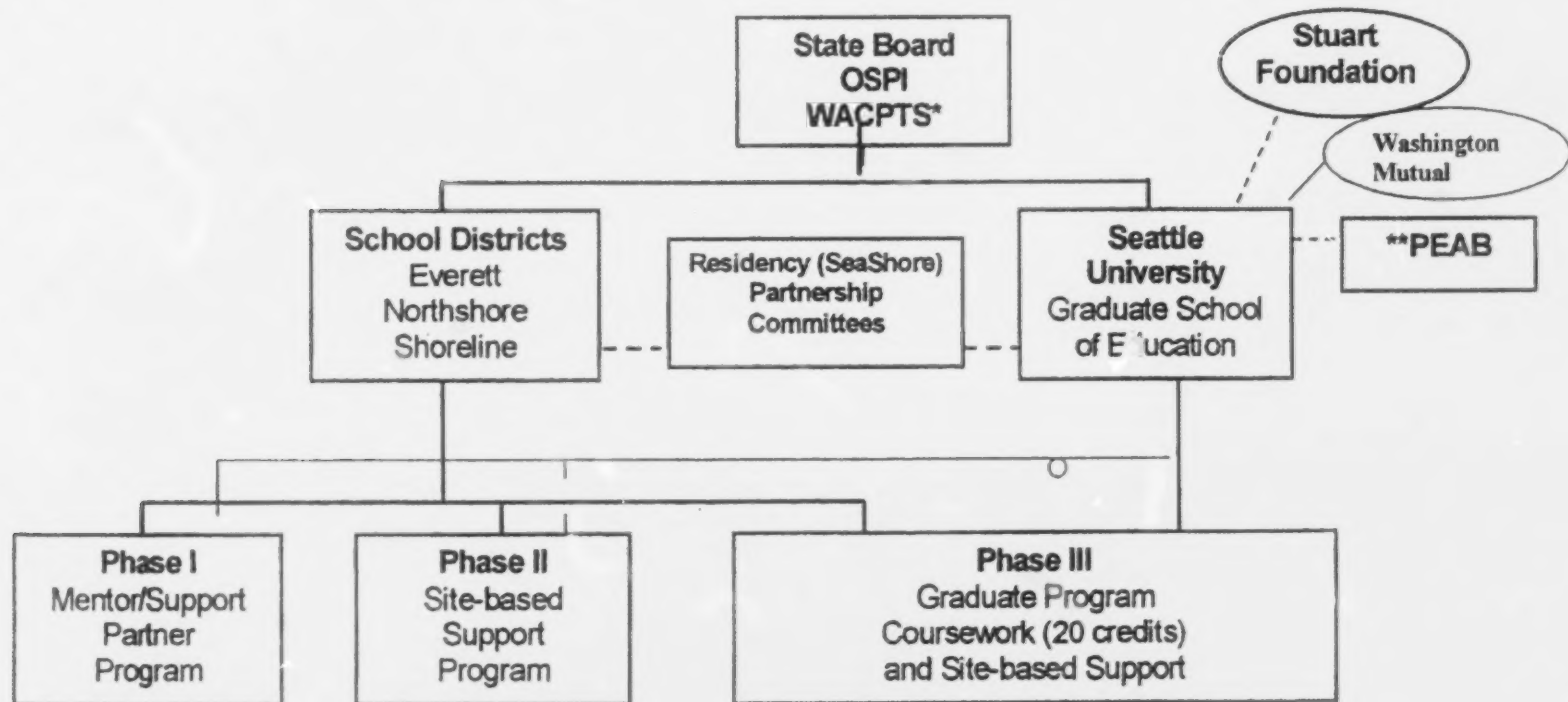
Marilyn Page, Ed.D.
Associate Professor
Johnson State College
802-635-1408
bilgarn@yahoo.com
www.teachsmart.org

Marilyn Simpson, Ph.D.
Consultant
Education Resource network
ERNmls@aol.com

Patty Molloy
Evergreen Training and Evaluation
pjmolloy@uswest.net

Organizational Plan

Seashore Teacher Professional Certification Program



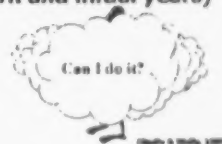
Seashore Teacher Professional Certification Pilot: The clash of a development model of teacher performance assessment with a high stakes testing environment and the impact of that clash on novice teachers

AERA - 2001

Marilyn Page
Marilyn Simpson
Patty Molloy

Career Phases of Teaching

- ✓ Novice (pre-service)
- ✓ Apprentice (intern and initial years)
- ✓ Professional
- ✓ Expert
- ✓ Distinguished
- ✓ Retiree



Phase-related Concerns

→ Novice/ Apprentice Phase

- ◆ Can I manage?
- ◆ What/ How should I teach?

→ Professional Phase

- ◆ How can I help my students "really" learn?
- ◆ What leadership gifts do I bring?



Professional Competence

⇒ Teacher Performance/ Student Learning

- How to measure?
- How to document?

⇒ Leadership

- Helping roles (cooperating teacher, mentor, coach)
- Linking roles (connecting school to community and prof org)
- Decision-making roles (Dept chair, governance, union rep)

Scaffolding as:

◆ Support Structures for Workers

Collaboration

Success with students

Teacher efficacy



▷ Platform for Execution

Isolation

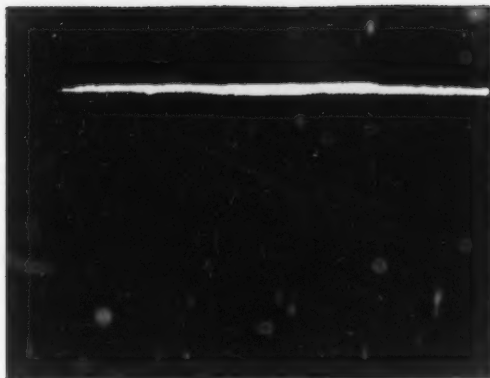
Lack of 3 "R"s (recognition, respect, rewards)

Increased demands



Scaffolding Structures for Support

- ⇒ Aligned Standards of Performance
- ⇒ Developmental Matrix/ Exemplar Manuals
- ⇒ Professional Growth Portfolios/Products
- ⇒ Individualized Professional Growth Plan
- ⇒ Professional Growth Advisors/ Mentors
- ⇒ Aligned Assessments [valid & reliable]



Seashore Teacher Professional Certification Program

Seattle University

in collaboration with
Northshore School District
Shoreline School District
Everett School District

Cohort 1 Characteristics

	Total (N=18)	Everett (n=8)	Northshore (n=5)	Shoreline (n=5)
Elementary/ Secondary	11/ 7	4/ 4*	3/ 2*	4/ 1
Male/Female	3/15	0/8	2/3	1/4
Age <30/ >30	13/5	6/2	3/2	4/1

* After summer 1998, 2 Everett and 2 Northshore participants dropped out of program.

PHASE I



MENTORING SUPPORT FOR ALL ELIGIBLE NEW TEACHERS

State TAP program

SU and three districts collaboratively
developed mentoring workshops. SU
conducted workshops

To date (1998-1999): 11 workshops

To complete: 2 workshops

Phase I Successes



① Participants report strong emotional support and some planning support

*My partner is calm and supportive, let's me explain my
feelings and suggests ways to process them. I feel
constantly reinforced and that my feelings aren't crazy!*

*My partner helps tremendously with curriculum and
enrichment ideas*

*Being a very experienced teacher, my mentor provided great
insight in dealing with curriculum issues*

Phase I Successes



② Participants report benefits from University/district workshops

*I have really appreciated the meetings for new
teachers.*

*I often reflect back on the first [University/district]
meeting....As the year progressed it helped to
expect these ups and downs, which has made
this year so much more comfortable.*

Phase I Challenges



⊙ How to begin the program sooner in the school year

◆ *If I'd had the program prior to school starting, I could've had support to get more organized.*

◆ *It would've helped to have someone to talk to before school had even started.*

Phase I Challenges

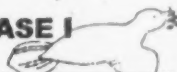
⊙ How to provide more TIME for observation and planning

◆ *I needed more time with my mentor to sift through all the new material and information to plan meaningful lessons.*

◆ *Maybe structuring observation times specifically to make sure they occur.*

◆ *I wish we could've spent more time in each other's classrooms.*

Other ISSUES/PHASE I



Currently disconnected from Phase II and III
Not substantial - needs more study and structure
Partners could work together on problem/project/action research

1. Needs to be connected to Pre-service work
2. Teachers could leave pre-service with growth plan
3. Support partners could assist with and participate in plan

PHASE II



◆ District Support

◆ Teachers had 5 full days to work with support persons in their districts

◆ Focused on reflection, assessment practices, and positively impacting student learning



Phase II Successes

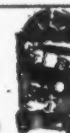


◆ Feedback from cohort 1 extremely positive.

◆ *I would change very little. It was relaxed and provided the time and encouragement to be reflective.*

◆ *Do what you are doing. Show teachers all that's available and examples of how current teachers are using them.*

Phase II Challenges



⊙ Current participants less open to reflection because of accountability pressures

⊙ Replication may not be feasible because of costs



OTHER ISSUES WITH PHASE II

Need to look at the possibility of folding Phase II into Phase I - Service teacher support could become a two year program

This needs review and redesign.

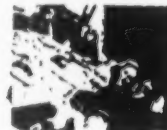
Other districts will not have the personnel to provide the kind of support that these three districts have given in Phase II

How can best parts of Teacher Development Centers be replicated in other districts/states?



PHASE III

1. MULTI YEAR PHASE
2. TEACHERS DEVELOP PROFESSIONAL GROWTH PLAN
 - A. DISTRICT WORK
 - B. UNIVERSITY WORK (20 CREDITS)



university work

COURSES:

1. Professional Growth Seminar - 3 credits: develop their growth plans with help of Teacher Growth Continuum in relation to effective student learning

1 Two parts to plan - university work and district work

2. Assessment Seminar - 6 credits - methods, theories, practical approaches

1 Focus on positively impacting student learning and how to demonstrate such

3. Capstone Seminar and Exhibit - 1 credit

1 after successfully meeting goals of PGPlan

university work

10 required credits

9 elective credits

electives fit need as determined by Growth plan



Independent Plan

Teachers complete district and independent work which will help them meet goals of Professional Growth Plan



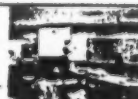
Teachers keep logs, journals, and documentation of

- a. impact on student learning
- b. meeting goals of PGP

Teachers meet with appropriate person(s) in district to further develop PGP and to verify completion of district and independent work



Phase III Successes



Feedback from Cohort 1 at the end of summer courses reported University coursework was useful

My lessons will be more concrete; assessments will have clearer targets.

I have learned to listen to myself. I have come to the realization that what I get out of this experience is up to me. I definitely gained an understanding of where I am in my teaching and the direction I need to go.

Phase III Successes



@ Feedback from Cohort 1 in Nov-Jan suggested University coursework had positive impact on teaching

I didn't walk into classroom a different teacher; my style hasn't changed, my rapport with kids hasn't changed. My methods have changed, specifically assessment, and I've reevaluated some things I'd been doing in the past.

I've taken a lot of ideas [from the summer courses] and used them, with a great deal positive impact, which surprises me. Not that I think I was a bad teacher, I think I've gotten a lot better in a relatively short period of time, a lot because of the course work.

Phase III Successes



@ Camaraderie was very valuable to participants

The courses made me face things I was doing that I couldn't face by myself... I think now I'm not fearful. I'm willing to take risks and I don't care what people think, whereas last year that was different.

[The coursework] gave me time this summer to reevaluate why I'm doing what I'm doing. Is what I'm doing meaningful in terms of student learning Is what I'm doing making a difference? ...It's been wonderful...

Phase III Challenges



@ How to avoid overloading participants

The continuation class brought new assignments and distracted me rather than supported me in implementing the tasks I had planned in the summer. I couldn't move forward with my implementation plans because I felt overwhelmed.

@ How to make coursework applicable to classroom; how to keep connections

This summer I was really energized, I liked the things I worked on, but applying them in the classroom was a totally different thing. I didn't feel any connection between summer and the fall. And I didn't feel any connection with the people in the program.

Phase III Challenges



@ How to address the Historical Moment: Pressures of Accountability

@ How to create an ethos of Empowerment; how to avoid Oppression

* Support is only support if it helps teachers be successful with students.

• Full circle: Back to challenge of execution or scaffold

Issues with Phase III

1. What should the required courses (if any) be in a Professional Certification Program?
2. What is the goal/purpose of these courses?
3. How many should there be?
4. What should be required for all?
5. Should elections be required?
6. How many credits should program require?
7. How does a Professional Certification Program fit with previous teacher development processes?



district issues



1. In the district, who will assist teachers with district/independent portion plan of PGP?
2. Who in the district will verify teachers have completed district/independent work?
3. How will the school/district evaluation be connected to work in the Professional Certification Program?
4. How can we get principals involved?

OTHER ISSUES

1. FIT WITH SEAMLESS TEACHER PROFESSIONAL DEVELOPMENT PROGRAM
2. REPLICABILITY
3. COLLABORATION REALITIES. What can be discrete roles for university/district?
4. FUNDING ISSUES

RESEARCH

Where are the teachers in Cohort #1- Patty Malloy



Cliff-Hangers—Sorters/Sealers—Beginning Sailors





Cliff-Hangers

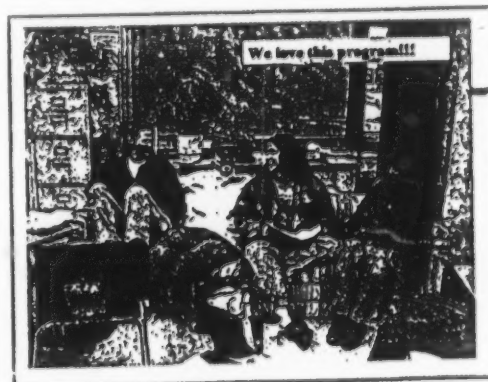
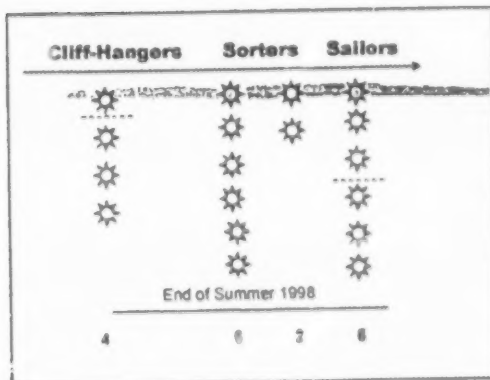
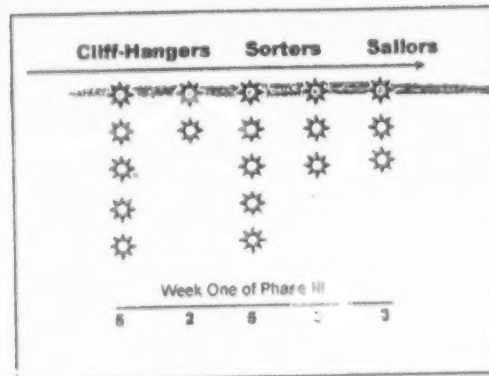
- 1. Internal focus: Privilege of self-doubt, low self-confidence
- 2. First teaching without support/holding
- 3. Fear of confusion in teaching the right career choice for self

Sorters/Sealers

- 1. External focus: Teacher performance
- 2. Seeking a path, working to make teaching easier
- 3. Fear of confusion: How can I organize my learning plans and classroom?

Beginning Sailors

- 1. Getting "two legs," gaining confidence
- 2. First teaching in a good career path
- 3. Fear of confusion: How can I clarify career issues engaged in their learning?



Politics and Policy: The Players

- State Board of Education (elected by school board members)
- Superintendent of Public Instruction (elected by the people)
- WACPTS (board appointed by State Board of Ed)
- Institutions of Higher Education
- Local school districts
- Governor (a late comer)
- The novice teacher



Politics and Policy: The Issues

- ⇒ Standards for a performance-based system - Who decides?
- ⇒ Assessing performance - Who decides?
- ⇒ Support for novice teachers - Who is responsible?
- ⇒ Who pays?

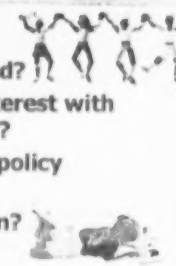


Politics and Policy: The Role of Higher Education

- ❖ Does higher education have a role?
- ❖ What role does higher education serve?
- ❖ Do policy makers and others value that role?

Politics and Policy: Power and Personalities

- ⇒ Can education be served?
- ⇒ Can we balance self-interest with wise educational policy?
- ⇒ Who benefits from the policy decisions?
- ⇒ What about the children?



BEST COPY AVAILABLE

Phase III Findings

Overview

Phase III of the Seashore Teacher Professional Certification Program is a multi-year, multi-faceted phase that offers novice teachers opportunities to:

- increase their knowledge and skills about teaching
- increase their ability to demonstrate a positive impact on student learning
- develop professional growth plans
- meet new teacher professional certification standards

Phase III begins at the end of the second year of teaching and extends until the teacher meets the requirements of the state teaching certification standards and receives professional certification. State requirements indicate that teachers must complete this certificate by the end of the fifth year of teaching unless the state grants an extension of two years. The pilot program field-tested the certification process to inform the SBE's adoption and implementation of a new teacher certification process.

Two factors that are critical to keep in mind regarding this section of the report pertain to the Historical Moment in which the pilot program implemented Phase III:

- ⇒ The SBE shortened the timeline for completing the pilot, giving teachers significantly less time to complete the professional certification requirements.
- ⇒ The implementation of Washington state student learning standards and emphasis on student testing put another layer of stress and pressure on teacher participants throughout the 1998-99 school year.

The impact of these factors on teacher participants was apparent, especially in two areas:

- ⇒ their ability to complete professional growth plans, which were a critical part of their development of the attributes of professional educators
- ⇒ their enthusiasm about teaching as a career

Given the high attrition rates among teachers nationally in their first five years of teaching, and the pilot's desire to support the development of professional educators, findings in these areas of investigation are of particular interest. This section of the report summarizes data from surveys, focus groups, and interviews of participants, interviews of district staff and university instructors, and observations of university courses and program administration meetings.

Phase III Participant Characteristics

The pilot program selected 18 participants for Cohort 1 in June 1997. Most participants from Northshore and Shoreline received Phase I assistance prior to this selection process. Everett did not offer Phase I assistance during 1996-97 because of a contract dispute. All members of Cohort 1 participated in Phase II assistance during the 1997-98 school year. Three Shoreline participants withdrew from the program in spring 1998 because of pregnancy, relocation, or schedule conflicts. Three new Shoreline participants were recruited before Phase III began. (These new recruits did not participate in Phase II, however, individually, they had experiences using TDC services.)

Table 3.1 presents characteristics of Cohort 1 at the beginning of Phase III. One third of the participants taught kindergarten or first grade, while nearly 40% taught high school where teachers' subject areas included English, Psychology, Science, Government, German, and American Sign Language. Characteristics of program participants seem typical of novice teachers: Most are recent college graduates, recently married, have young children, or are considering having children within the next few years.

Table 3.1: Characteristics of Cohort 1

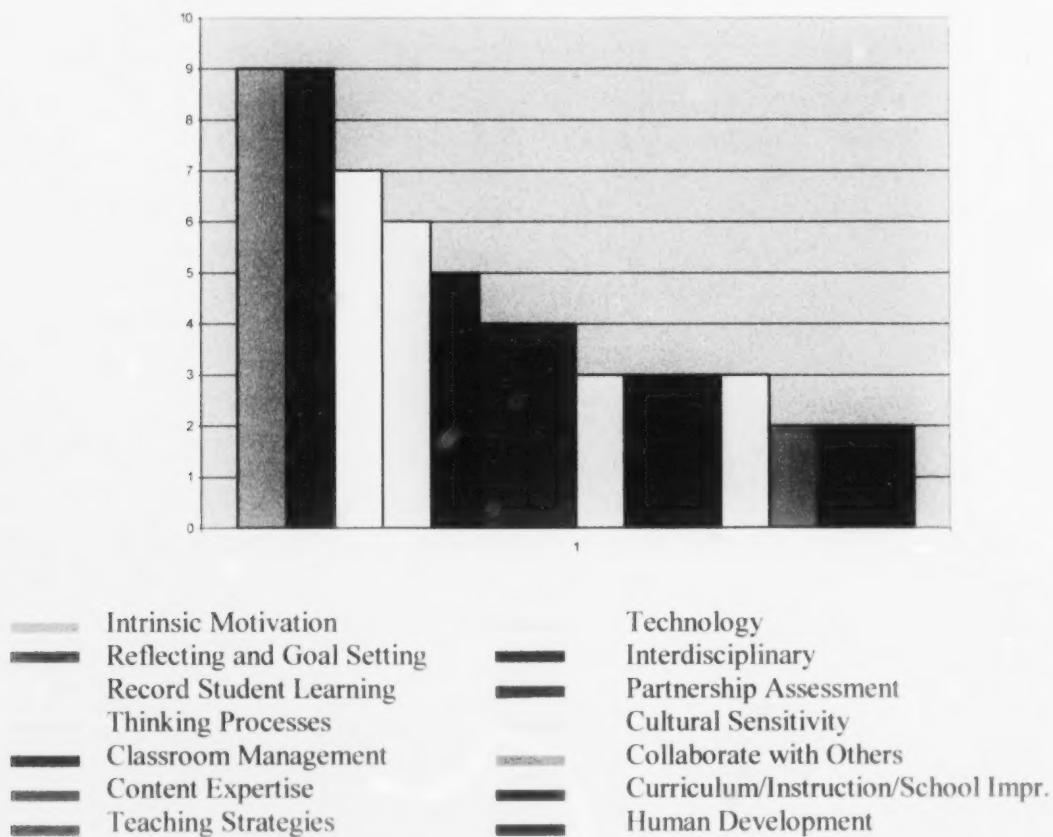
	Total (N=18)	Everett (n=8)	Northshore (n=5)	Shoreline (n=5)
Grade Level:				
Elementary/Secondary	11/7	4/4	3/2	4/1
Male/Female	3/15	0/8	2/3	1/4
Age: <30/ >30	13/5	6/2	3/2	4/1

Phase III Impact on Teachers

Seattle University developed two graduate courses specifically for the teacher professional certification program. The pilot program field-tested these courses, each consisting of 30 contact hours, during summer 1998. All 18 members of Cohort 1 attended classes at the Shoreline Center, Monday through Friday for four weeks, June 22-July 17, from 9:00 a.m.-12:00 p.m. Participants had access to the Shoreline Center computer lab and online resources at this site. Novice teachers attended *Assessment of Student Learning* on Tuesday and Thursday, with two Friday sessions, and the *Professional Growth Seminar* on Monday and Wednesday with two Friday sessions. University faculty team-taught each course. Dr. Diane Murphy and Dr. Marilyn Page taught the *Assessment of Student Learning*, and Dr. Marilyn Simpson and Dr. Marilyn Page taught the *Professional Growth Seminar*.

Teacher Satisfaction with Summer Courses. Participant satisfaction with these two courses are presented in detail elsewhere.³ In summary, Cohort 1 found the *Professional Growth Seminar* useful in assessing their professional growth plans. Participants used the Professional Standards Matrix (the Matrix) designed by Dr. Marilyn Simpson to self-assess their current level of competence in 22 criteria (strands). Participants then selected 3-5 strands for which they wished to improve their current level of competence. These growth goals were used to develop a Professional Growth Plan (PGP). The PGPs were envisioned as flexible tools that participants would revise and refine as they moved through Phase III and prepared for professional certification. **Chart 3.2** presents a summary of the most common strands of the Matrix selected by participants for professional growth. The most common strands selected were Intrinsic Motivation and Reflecting and Goal Setting, with 9 of 18 teachers selecting one or both of these strands. Record Student Learning was third most common, selected by 7 of the participants.

Chart 3.2. Selected Strands for Professional Growth



³ Molloy, P. (1998). Preliminary Research Findings of the Seashore Teacher Professional Certification Program. Bainbridge Island, WA: Author.

Another tool that helped teachers develop their PGPs was the *Exemplars Manual*, developed by Dr. Simpson to give examples of the impact on student learning for each strand of the Matrix. Together, these tools helped teachers a great deal in formulating their PGPs. When evaluating the course, all participants reported having a better plan for addressing personal weaknesses in teaching as a result of the course. Pilot participants also reported increases in knowledge of learning theory and improved research skills as a result of the seminar. However, a number of participants reported lower levels of enthusiasm about teaching as a career after the *Professional Growth Seminar*, which this report describes in more detail.

Enthusiasm about Teaching as a Career. During the first week of the *Professional Growth Seminar*, Dr. Marilyn Page shared a poem called "I Hate," which was written by one of her former student teachers. This student teacher left her preservice program confident of her teaching skills, only to become extremely disillusioned during her first year of teaching. The evaluator used the novice teachers' responses and discussion about teaching as a career to develop three categories describing novice teachers' perspectives about their own teaching career. These categories are described in the following paragraphs.

Cliffhanger

- Teacher's focus is internal. Comments and reflections suggest feelings of self-doubt and low self-confidence in teaching abilities.
- Teacher expresses feelings of isolation and lack of support at the school building.
- Teacher is questioning: Is teaching the right career for me?

Sorter

- Teacher's focus is on their teaching skills and performance. Comments and reflections suggest desire to improve organization, classroom management, and/or presentation.
- Teacher is seeking a path, working to make teaching easier.
- Teacher is questioning: How can I organize my learning plans and classroom?

Beginning Sailor

- Teacher's focus is on curriculum and student learning. Comments and reflections suggest teacher has some confidence in teaching abilities and is talking more about student learning than personal performance.
- Teacher expresses feeling that teaching is a good career path.
- Teacher is questioning: How can students become more engaged in learning?

At the end of week one of the seminar, the evaluator and university instructors independently assigned each novice teacher to the category which best described his or her current perspective about their teaching career. Raters subdivided the Cliffhanger and Sorter categories to indicate high and low levels within each category. Inter-rater reliability was high. **Table 3.3** presents findings on the instructor opinions about the teachers' perspectives about their teaching career. At the end of the seminar, the evaluator and instructors repeated the independent assessment, again with high levels of agreement about novice teachers.

Table 3.3. Instructor Opinions About Teachers' Perspectives On Their Teaching Career

	Cliffhangers	Sorters	Beginning Sailors
End of Week 1 of Seminar			
Totals 1 (N=18)	5 1 2	5 1 3	3
Totals 2 (N=18)	4	6 2	6
End of summer 1998	  	     	    

- Same position at first measurement.
 / Participants who left program after the summer 1998.

Findings suggest that 7 of 18 pilot participants (39 %) began Phase III questioning teaching as a good career choice. Three participants (17%) appeared confident about teaching and focused on student learning. At the end of summer 1998, this profile had changed a great deal. Six pilot participants (33%) expressed themselves as Beginning Sailors. All 3 original Beginning Sailors remained so, and three others joined them. At the end of the course, 4 pilot participants (22%) were characterized as Cliffhangers. One of these participants was rated a Cliffhanger at both points of measurement. The "New

Cliffhangers” emerged as the novice teachers explored their competency levels and developed plans for professional growth.

To further investigate these findings, participants completed a survey about their satisfaction with the course, and also were asked about the effect of the course on their enthusiasm about teaching as a career.

The survey used a pre- at post-test design. Respondents used a 5-point scale, 1 meaning “very low/weak” and 5 meaning “very high/strong.” They gave two responses: One indicated their knowledge or skill level **before** the course, the other indicated their knowledge or skill level **now**. The class average regarding enthusiasm about teaching as a career rose, suggesting that the course slightly increased enthusiasm about teaching as a career.

These findings were not an accurate picture of teacher responses, however, because there was great variation in individual responses. This variation sparked interest in looking more closely at how participation in the professional growth seminar affected individual participants. Did they stay the same, improve, or get worse? **Table 3.4** presents a summary of how participation in the professional growth seminar affected enthusiasm about teaching as a career.

Table 3.4. Participant Reports Of Change In Enthusiasm About Teaching After The Professional Growth Seminar

	Improved n (%)	Stayed the Same n * (%)	Got Worse n (%)
Enthusiasm About Teaching As A Career (1 no response)	5 (28%)	8 (44%)	4 (22%)

* All “stayed the same” respondents were at levels 4 or 5 with one exception. One respondent to question about research skills reported scores at level 3, and stayed at level 3.

These findings suggest that four participants lost enthusiasm about teaching as a career following the summer courses. Program staff shared results with district staff and agreed to work together to support teachers who reported lower levels of enthusiasm about teaching after the course. These findings also corresponded with the program’s findings about “Cliffhangers.” Indeed, instructors and the evaluator rated three of the four participants who reported their enthusiasm got worse as Cliffhangers. These findings seemed typical of national rates of new teacher attrition, reported between 25-40%.

Participant Attrition. At the end of summer courses, two teachers dropped out of Phase III and within three months two more teachers dropped out of the program. Ms. Molloy conducted exit interviews with three of the four dropouts to learn their reasons for leaving the program. One participant who left the program wrote:

For me, the program was never about credits or a master's degree. In fact, like several people in the pilot, I already have the credits I need to obtain a continuing certificate. I was enticed by the idea of really focusing on myself as a teacher and looking for ways to improve.

When I agreed to participate in this program, I was not prepared mentally or emotionally for the time commitment I was making...I found the [summer] classes challenging, invigorating, and even frustrating, but most of all, helpful. I felt myself grow and am thankful for the interaction with [faculty] and the other members of the pilot.

However, now I find the pilot overwhelming and ineffective for my personal growth and health. As teachers, our biggest complaint is that there are not enough hours in the day. I barely find the time to prepare my three different lesson plans let alone correct student work, make contacts with parents, and all of the other administrative "stuff" we get to do. I just cannot find room in my schedule to prepare for the pilot program as well.

Quite honestly, I am concerned about the future population of teachers. I cannot imagine coupling the work load of a first year teacher with the expectations of a program such as this. So much of your first few years are focused on survival, making it from one day to the next, that any extra load can be the breaking point.

It is noteworthy that these feelings were echoed by many participants, even those who stayed with the program.

Early Impact of Summer Courses. In November and December 1998, the evaluator conducted district-specific focus groups to learn participants' perceptions about the early impact of the summer courses on their teaching and student learning. Findings included the following:

- Participants stated that it was too soon to measure an impact on student learning, however, they felt that summer courses had had a definite impact on their teaching.

I didn't walk into classroom a different teacher, my style hasn't changed, my rapport with kids hasn't changed. My methods have changed, specifically assessment, and I've reevaluated some things I'd been doing in the past.

I've taken a lot of ideas [from the summer courses] and used them, with a great deal of positive impact, which surprises me. Not that I think I was a bad teacher, I think I've gotten a lot better in a relatively short period of time, a lot because of the course work.

Now I'm more aware of different things that I say and do. I ask myself all the time, Why do I do it? Before I just did it to get done and move on. Now I'm really questioning what I do and listening more to what the kids have to say. I did that before but not as much and I wasn't as aware of it.

- Camaraderie and working with teachers at same place in their career was very valuable to participants.

The courses made me face things I was doing that I couldn't face by myself. I needed other people to validate what I was doing and validate that taking a risk is okay. The school I teach at is very traditional. I had all these ideas mulling around but no one beyond my preservice encouraging me to try them. I think now I'm not fearful I'm willing to take risks and I don't care what people think, whereas last year that was different.

[The coursework] gave me time this summer to reevaluate why I'm doing what I'm doing. Is what I'm doing meaningful in terms of student learning and in terms of teaching? Is what I'm doing making a difference? After the summer courses and participating in this program with other teachers who are on the same page as I am, it really reinforced what I'm doing. It's been wonderful, good times and bad times.

Working with other teachers at all grade levels and different districts has been invaluable, especially [because we are all] at the same point in our careers. Everyone I work with has been teaching for 20 years and they don't get it as well as [pilot participants]. You guys understand [teaching] more from my perspective.

- Participants also reported that they felt overloaded and disconnected once the school year started:

The continuation class brought new assignments and distracted me rather than supported me in implementing the tasks I had planned in the summer. I couldn't move forward with my implementation plans because I felt overwhelmed.

This summer I was really energized, I liked the things I worked on, but applying them in the classroom was a totally different thing. I didn't feel any connection between the summer and the fall. And I didn't feel any connection with the people in the program.

At the end of the summer, faculty were aware of the disconnection caused by carrying over the assessment course for an additional three credits, and having no carryover of the *Professional Growth Seminar*. The course instructors, Dr. Marilyn Page and Dr. Marilyn Simpson informally brought elements of both courses into the carryover course to compensate for this shortcoming in the design. Anecdotal evidence suggests that teachers' dissatisfaction with the pilot as it operated during the school year was heavily influenced by the Historical Moment which put teachers under high stress and pressure irrespective of their participation in the pilot. The shortened timeline of the project also came into play as teachers began the fall with one endpoint in mind and had to switch gears midstream to finish quickly.

Without the PGP course connection and extreme demands on their time, many teachers reported at the end of spring 1999 that they did not follow through on the professional growth goals they had set for themselves. For example,

I didn't internalize my goals, I simply came up with three because it was the assignment. [The independent plan] caused more stress than I ever could have imagined. I also changed teaching assignments, so I had to start all over.

I chose 3-4 strands initially but when I got to the classroom and figured out the demographics and needs, I was not able to implement my initial goals. Therefore, they were not very meaningful and difficult to focus on.

Other University Courses. As originally designed, the pilot program was to operate until the end of summer 2000. Phase III began as scheduled, with six credits of coursework during summer 1998 and a 3-credit carryover course during the 1998-99 school year. During winter 1999, the state abbreviated the timeline of all the pilot programs so that their findings could be presented to the state legislature. (Five of the seven pilot programs had completed or were nearly finished with their operation.)

The abbreviated timeline created a tremendous time crunch for teachers, who had yet to complete the nine graduate credits of electives required by the pilot program. Program designers never envisioned teachers completing this load of credits in one school year while teaching full-time. However, a number of participants did so to meet the revised timeline of the state, another artifact of how the Standards Movement influenced the pilot program.

Teachers took their elective courses from the Seattle University School of Education. While other options outside the School of Education and beyond Seattle University were considered, teachers chose not to pursue such options. Teachers were counseled to take courses directly related to their professional growth needs, however, university course availability and teacher convenience prevailed as teachers' selection criteria. The evaluator did not collect data on teacher satisfaction with these courses. Informally teachers shared positive feedback. Nine of the pilot participants are completing the balance of these credits during summer 1999.

Positive Impact on Student Learning. The *Assessment of Student Learning* carryover course was the primary vehicle through which participants demonstrated a positive impact on student learning. Participants reported that the summer portion of this course useful and practical. Many respondents described their plans for applying their portfolio assignments in the classroom. When this course was carried over into the school year, it folded together the *Professional Growth Seminar* and *Assessment of Student Learning* course. This hybrid course aimed to help teachers meet their professional growth goals by learning more about assessment and demonstrating a positive impact on student learning.

Participants met state requirements for demonstrating impact on student learning by gathering the following information about:

- A context or classroom profile
- A manageable number of students of varying academic abilities (most participants developed three or four case studies)
- Pre/post assessment
- Interpretation of the data and analysis of how the teacher impacted learning

- Connections to professional growth goals

The final products were unique in that through them, teachers demonstrated that they understood the elements, tools, and concepts of assessment. The products were not typical of portfolios, which are increasingly required by other teacher professional certification programs. Teachers prepared products that were useful to someone else, including other teachers, parents, students, and/or administrators. Examples of teachers' final products include:

- A Kindergarten Teacher Toolkit
- Internet-based Chemistry Curriculum
- Student-Led At-Home Conference Guidebook
- Physics 10 Grading Handbook
- Interactive Computer File aligning assessment and student learning standards

Teachers gave brief presentations of their products at their final class meeting. These products and the integration of assessment and professional growth achieved by participants under the pilot's conditions were truly remarkable! They lay important groundwork for expanding the pool of classroom-based exemplars that show how teachers can demonstrate a positive impact student learning.

Final Impact: Did Teachers Grow Professionally? At the end of the Capstone Seminar, the evaluator and two faculty independently assessed their perceptions of the impact of the pilot program on participants professional growth. Inter-rater reliability was high. Raters used four categories: Dramatic Growth, Positive Growth, No Growth, and Negative Impact. **Table 3.5** presents a summary of these ratings.

Nine of 13 participants demonstrated professional growth during their participation in the pilot program. Interestingly, three of four participants who did not show growth were rated beginning sailors by the end of the summer, 1998. These teachers performed well as teachers, but did not demonstrate professional growth. Raters did not perceive that the program had a negative impact on any participant's teaching.

Table 3.5. Impact of the Pilot Program on Participants

	Dramatic Growth	Positive Growth	No Growth	Negative Impact
Impact of the pilot on teachers who completed the program (N=13)	4	5	4	0

Chart 3.6 compares these assessments of professional growth with teachers' enthusiasm about teaching as a career. (Colors indicate each participant's original level of enthusiasm about teaching as a career. Placement in categories of enthusiasm about career is based on faculty and evaluator assessment of final levels of enthusiasm.) One dropout left teaching before the program ended, and one participant is considering a career change. Both of these people expressed disillusionment brought about by the amount of work and lack of rewards (financial and relationships with students) they expected to get from teaching and have not materialized.

Chart 3.6 Professional Growth Compared with Enthusiasm about Teaching as a Career

	Cliffhangers	Sorters	Beginning Sailors
End of Program 1999 (N=13)	✓ 		            
		  	

→ Dramatic Growth

✓ Positive Growth

  Cliffhangers

 Sorters

 Beginning Sailors

The Capstone Seminar. The Capstone Seminar was a 1-credit course designed to demonstrate and publicly share the teachers' successful acquisition of the attributes of a professional educator. Appendix B are the background papers explaining the Criteria of the Capstone. These criteria included:

A. Analysis. The skill of analysis is demonstrated by participant's ability to:

- Pose critical questions
- Compare and contrast points of view in research and best practice
- State a position and reasons why, as a result of investigation, they support or reject that position

- B. Expression of an Emerging Philosophy of Teaching.** Participant is able to describe a starting point philosophy that reflects their beliefs about effective teaching related to the investigation and critical questions.
- C. Ability to Conduct Action Research.** The process for pursuing a professional growth plan as an action research project.

Cohort 1 developed a video as a group to fulfill the requirements of the Capstone, called "Reality Check: Seashore Pilot Teachers Speak Out." Drawing from their first-hand experience as participants in the Seashore Professional Certification pilot program, teachers captured on video their teaching experiences and their visions for and critical questions about an effective teacher professional certification program.

The video illustrates how these teachers had a positive impact on student learning for each of the 18 state of Washington criteria for effective teaching. Kindergartners through high school students appear in the video to demonstrate how they, as students, have learned from these teachers. The teachers' competence, commitment, and concerns all come through distinctly in this video. Teachers are torn between their love of and talent for teaching that brought them to the profession and the heavy demands (both in terms of time and money) of school reform and professional certification requirements.

The central messages of the video are directed to state, district, and university decision makers:

The time, thought, and creativity it takes to design a year long plan with curriculum that matches what kids should be learning and gets kids to meet state standards that uses active learning, addresses diversity, different kinds of learning to meet the needs of high performing students and low performing students and students with Individualized Education Plans—that doesn't happen just like that.

High expectations of teachers can't come without training, yet [decision makers] continue to place the financial burden on the teachers, who can't afford it.

I'd like to see more structured support of new teachers that ties the evaluation process to the professional growth process. With support, new teachers could set goals and get the help they need to achieve them.

The most valuable part of the pilot for me was the cross-district cohort, being part of a group of teachers in the same boat, with similar levels of experience.

The Teacher Development Centers were so valuable! If principals and administrators could see them as a support system, not just another burden it could make the education field much easier.

If I had a situation where I was able to collaborate with other teachers more, a lot of the changes and expectations would've been easier to accommodate. You can just about run yourself ragged, there are such high expectations. If you're somewhat of a perfectionist, you can just about kill yourself worrying, 'Am I doing enough for the children?'

The Matrix continuum we worked with was extremely helpful. It allowed for validation, 'I do this pretty well, so I think I'll work on something over here where I can make improvements.' Then there are five steps that show me how I can make progress.

The proposed state performance standards for teachers still keep the focus on the teacher. I was looking for [the state teaching standards to reflect] the shift toward student learning, their performance and products. The Matrix does this well. It's developmental and its wording focuses on what the student is doing.

The state is looking for ways to foster independence and flexibility yet hold teachers accountable... Perhaps the Matrix can be the link that provides the language that everyone shares.

Teachers took the initiative to get on the agenda of the SBE meeting in June, 1999, showed the video, which was well-received, and answered SBE questions. The Superintendent of Public Instruction attended the session as well, took a copy of the video and asked teachers if they would be interested in participating on task forces and other information and feedback groups assembled to address the needs of novice teachers in Washington. The teachers were pleased with the initial impact the video had on these decision makers.

Phase III Challenges for Teachers

- Meeting the rigor and required number of credits of graduate level work while having a full-time teaching job.
- Strengthening teacher's ownership and self-direction when their participation in achieving professional certification was optional.
- Connecting teacher performance standards directly to having a positive impact on student learning.
- Promoting collaboration among teachers and support among cohorts of novice teachers.
- Tying professional certification requirements and professional growth to teacher evaluation.

Phase III Impact of Collaboration on Districts and Seattle University

Throughout the fall and winter of the 1998-99 school year, the TDC Coordinators and staff development administrators of the districts and Seattle University representatives continued the longstanding collaborative planning efforts to support new teachers. Although this group did not have a formal title, they addressed several implementation issues, including the following. For clarity, this group is referred to as the Implementation Task Force.

District Role in Professional Growth Plans. The Implementation Task Force discussed how and who at the district level would hold teachers accountable for the independent portion of the PGP. This section of the plan included any professional growth activities that were not university courses, such as observing other teachers, reading books, and conducting independent research. TDC Coordinators agreed to act as Professional Growth Advisors for pilot participants, with the caveat that when/if a certification model was implemented, they would not assume this role without major shifts in responsibilities. The task force drafted logs and record keeping systems for teachers, however, these tools were not used.

The Sign-off Process. The Implementation Task Force discussed long and hard how to implement a multi-person sign-off process without finding a feasible solution. The task force also directed considerable effort toward identifying how to connect principals to the certification process and still maintain the developmental model of this pilot. This is another issue that did not reach closure.

One aspect of the sign-off process in which the Implementation Task Force made progress was regarding expectations for teacher professional growth in relation to the teacher performance standards. The state requirements seemed to suggest that teachers needed to reach proficiency levels for all standards to qualify for professional certification. The task force disagreed after extensive discussion among themselves, hearing the perspective of the superintendent of public instruction on the issue, and near revolt of the teachers. The task force described the purpose of professional certification as learning the process of professional growth and fostering the desire for life-long learning over an entire teaching career. Thus pilot participants were required to demonstrate impact on student learning and professional growth only in their selected growth strands.

Capstone Criteria. Dr. Page and Dr. Simpson actively sought input from all task force members on the criteria for the Capstone course. The task force agreed to the process listed in Appendix B, which was implemented in spring, 1999. While Cohort 1 did the Capstone as a group project, the task force was successful in outlining the criteria for a range of individual and group projects that would fulfill the requirements.

Philosophic Underpinnings of Professional Certification. The task force had many rich and meaningful discussions about how best to foster the learning and support needs of novice teachers. The task force shared a common philosophy about the importance of seamless connections from preservice through the first five years of teaching and

obtaining professional certification. They also agreed about the importance of a developmental model that supports teachers through the process. Two phrases capture the central issues of these discussions:

- ⇒ “Just in Time” learning, a problem-solving approach which addresses a teacher’s need to acquire new knowledge and apply that knowledge immediately in ways that are integrated and meaningful.
- ⇒ “Fish for Life,” where teachers learn a broad repertoire of knowledge and skills that ground them firmly in their own emerging philosophy of education and serve them well, regardless of the popular strategy or critical issues of the moment.

These discussions helped the task force recognize that a professional certification program model must value and reflect both philosophies and not take an either/or approach. Both offer useful knowledge and skills for educators.

District Support and Accountability. During Phase III, districts continued to give pilot participants five days of release time for TDC activities. During these release days participants met as a group and received support, feedback, and help in achieving the independent portions of the PGPs. As the school year progressed, the TDC staff found that teachers were overwhelmed by the combined demands of the university coursework of the pilot program, implementation of student learning standards and student testing, and teaching. Many teachers took 3-9 credits *in addition* to the required 3-credit carryover course to meet the adjusted timeline of the state. District staff were seriously concerned about the level of effort required of teachers to complete the certification process, and therefore did not require teachers to meet district accountability measures.

Phase III Challenges for Districts

- Supporting teachers within the shortened timeframe of the pilot program and making the professional certification process a positive, manageable experience.
- Balancing teachers’ needs for individualized growth with district’s need to implement teacher performance standards uniformly.
- Integrating university courses with district-based learning opportunities.
- Grappling with the philosophic issues inherent in teacher professional certification.

Phase III Impact on Seattle University

University Planning Efforts. Many Seattle University (SU) faculty were actively involved in planning Phase III during the 1997-98 school year. As part of that effort, faculty reviewed all existing school of education courses in light of the Professional Growth Matrix. Faculty identified if and how the courses they taught connected with each strand of the Matrix. Pilot participants used the information when developing their PGPs to make choices about electives that would help fulfill their professional growth goals.

In June, 1998, Dr. Marilyn Page joined the SU faculty as director of the pilot program. During 1998-99, SU faculty continued its discussion of how the university could support professional certification. One of the toughest sticking points was disagreement among faculty about how much, if at all, faculty should modify existing courses in light of the proposed state standards for students as well as teachers. As one faculty member shared:

We have talked about the certification program in our division regularly, but I have felt a division at times. Part of this relates to a distrust for state policy/process based on a history of previous reforms (like requiring all teachers to have an M.A.) which were enacted and then cancelled. Some colleagues are resistant to making plans until they are sure a quality agenda is going to go forward.

Regarding new courses, this issue was less prominent. Faculty made considerable progress in planning how the university could offer additional courses in the summer, 1999 in response to teacher interests and professional growth needs. This planning effort represented a huge shift in program focus for the university and was the impetus for institutional change and exploring the feasibility of undertaking an ongoing role in new teacher support and professional certification. SU faculty shared these perspectives:

I would say [the impact of the planning effort] was huge, given that some faculty were very resistant, even though the suggested changes were small. We had several meetings about how coursework would/could/should be changed. The last one was very productive in identifying how we could change the current curriculum and instruction program to integrate a professional certification program.

Those of us involved in this project have invested significant planning in this effort. It's a complex process given the need for statewide implementation, but SU has been a leader in this effort. The Dean is very supportive. The Provost and President are aware of our work. Our plan is dynamic in that we are revising based on pilot participant input.

What surprised me the most was that the most resistant people were able to move forward with the concepts and help to make changes in the existing program.

These university planning efforts were stymied by changes in the timeline. SU faculty described the impact of these changes as follows:

Because of the political agenda of the state, the success of the planning was disrupted. We are continuing to evaluate the entire novice program from both a theoretical concept and the practicality of implementation points of view. There are many state, district and local school issues that impact the ability to address this critical need in any kind of organized or systemic way. Many of these issues are not only beyond the control of the project but outside of the pool of information available to the university on which to make sound decisions.

There was great potential for redesign and rethinking of the role of this component for the university. The potential to make substantive changes and refinements have yet to be realized.

The impact [of the pilot program] on the preservice program is significant because we are aligning our requirements, portfolio assessment, etc. as part of a seamless professional growth process. The role professional certification will play in changing the M.A. and Ed. Leadership programs depends on how effectively the statewide planning process goes forward.

University Courses. Seattle University developed two graduate courses specifically for the pilot program. The pilot program field-tested these courses, each consisting of 30 contact hours, during summer 1998. Dr. Diane Murphy and Dr. Marilyn Page taught the *Assessment of Student Learning*, and Dr. Marilyn Simpson and Dr. Marilyn Page taught the *Professional Growth Seminar*. The courses were team taught, in part, because Dr. Marilyn Page joined SU in June, 1998 as the courses were beginning. One SU faculty member suggested a weakness of the pilot program was:

Mounting the summer component with too little planning before the summer courses began. [There was] too little time for the new director and co-team members to work on the summer curriculum.

Teacher satisfaction with the courses, as described previously, was high. Both faculty teams worked well together and were very flexible. As the course progressed, they made many midcourse changes and debriefed at the end of the summer to identify how the courses could be modified in the future. As a direct impact of developing and piloting these courses, SU plans to incorporate the *Assessment of Student Learning* course into its ongoing course offerings.

One of the major findings of the field-test was the need for carryover of the *Professional Growth Seminar*. The emphasis that the pilot program placed on *Assessment of Student Learning* stemmed from interpretation of the Washington Administrative Code governing the pilots. Further study revealed that although state requirements referred to an "Assessment Seminar," the intent was more closely aligned with the pilot's *Capstone* course than the *Assessment of Student Learning* course. SU had planned to make these changes with Cohort 2.

Phase III Challenges for Universities

- Making university systems malleable enough to support new teacher learning opportunities. Issues to address include registration, matriculation, and level of involvement with districts.
- Supporting “fish for life” and “just in time” learning and professional growth.
- Designing courses that connect with preservice and challenge teachers with graduate-level work.
- Planning implementation strategies that are responsive to the needs of new teachers. Examples include simplifying the registration process and offering courses that match with teacher’s growth goals.
- Strengthening the classroom application opportunities in existing graduate level courses.
- Finding a workable mix of campus vs. university-based course offerings.

Phase III Recommendations

1. **Continuity is critical between preservice, new teacher support and teacher professional certification programs.** The standards for teaching should be aligned from preservice through professional certification so that teachers can experience a continuum of professional growth. Connections need to begin as soon as teachers start their first teaching position so that a model of support and life-long learning is in place from the beginning of a teacher’s career.
2. **Teacher performance standards must be viewed as a vehicle for measuring professional growth and encouraging life-long learning.** For the pilot program, state requirements seemed to suggest that teachers needed to reach proficiency levels for all 18 criteria of the 3 teacher standards to qualify for professional certification. Findings of the pilot program demonstrated that teachers grew sufficiently to earn professional certification by focusing on 3-5 standards. Furthermore, the SBE and other decision makers should consider using a continuum that supports life-long learning rather than a single point of proficiency. The *Professional Growth Matrix* used by the program offers promise as a tool that supports this kind of continuum of teacher performance that is tied to student learning.

3. **Collaboration between universities and school districts strengthens professional certification programs.** While the level of collaboration and involvement in the pilot is not sustainable, the relationships and common vision established through collaboration were critical elements of the pilot's success. During this era of school and institutional reform, collaboration provides a needed forum for discussing the philosophical underpinnings as well as implementation issues that can pose barriers for meeting the needs of novice teachers. Findings from the pilot program suggest that professional certification programs need to sustain active roles and shared responsibilities for both districts and universities.
4. **There must be a direct link between a professional certification programs and support for quality teaching.** The SBE would serve teachers, districts, and universities well by designing professional certification programs that are realistic, meaningful, and without "hoops" to go through that do not impact the role of teaching. Effective programs should help teachers connect rigorous university work with the real world of classrooms. Furthermore, they should affect teachers' attitudes towards professional growth so that they welcome opportunities for challenging life-long learning. Lastly, the teacher evaluation process must be aligned with teacher support and professional development for new teachers. Principals must have a role in this process that is positive and proactive to help new teachers be successful.
5. **Professional certification programs must be flexible and able to meet a wide array of professional growth needs.** Novice teachers reflect a wide range of backgrounds, as well as teaching strengths and weaknesses. With a professional growth plan as a common tool and the mechanism for building continuity among all novice teachers, participants should have flexibility regarding when to start and how long to take to complete a professional certification program. Similarly, novice teachers must have ways to document that they have already met program requirements and pursue a mix of graduate coursework and independent learning opportunities that best meet their professional growth goals.
6. **Financial responsibilities should be shared.** The SBE, State Superintendent of Public Instruction, and the state legislature should carefully consider how to finance the costs associated with teacher support and professional development leading to professional certification. Teachers have low salaries and adding to the already existing educational debts of many novice teachers is not desirable. The state must provide resources to do this well, and not shift the financial burden solely to the individual beginning teachers.
7. **The advisory and oversight functions for professional certification programs must be simplified.** Universities and districts cannot manage the collaborative assessment originally required by the state. A 3-member advisory team for each professional certification participant is too labor intensive to sustain, given the expected influx on new teachers in the coming decade. Simpler models that support teachers without undo burden on districts and universities are needed.

Phase III Questions to Consider

- How can the state, school districts, and universities help new teachers value and take steps to initiate ongoing professional growth?
- Given that it is not feasible to support all teachers with the level of support given pilot participants, what are appropriate and sustainable roles for university and district in joint operation of the professional certification?
- How can teacher evaluation play a positive and proactive role in a developmental professional growth model? What is the appropriate connection of teacher professional certification with principals and the teacher evaluation process?
- Who will determine teacher competence and thereby approve teachers for professional certification? What is a workable advisor/approval process?

The Bridge Model

